Kindermusik

Imagine That!™

# Cities!

## Busy Places ~ Friendly Faces

Family Activity Book

Kindermusik Imagine That!™

# Welcome to Kindermusik Imagine That!

In the midst of creating a new ground-breaking musical learning program for three- and four-year-old children, we spoke with parents of children who participated in our *Imagine That!* pilot classes and asked, "What is the defining emotion for you as the parent of your three- or four-year-old child?"

We heard words such as joy, excitement, wonder and amazement.

- "He never ceases to surprise me!"
- "I am constantly amazed by his wonderful stories and the words he uses to express himself!"
- "The questions she ponders are fascinating ... I am always on my toes for a new and thought-provoking conversation!"
- "There certainly has been an explosion in movement! He is in constant motion and it's all a part of this new sense of independence and quest for knowledge!"

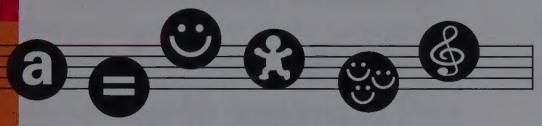
We began to notice a common theme emerge that we fondly labeled "I See."
"I see an **ARTIST**." "I see an **ARCHITECT**." "I see a **TEACHER**."
"I see a **DOCTOR**" "I see a **MUSICIAN**."

# Cities! Busy Places ~ Friendly Faces

*"People on the go, rushing everywhere – in the city!"* Meet the busy places and friendly faces of *Cities!* – an *Imagine That!* unit that calls on you and your preschooler to explore the many people and places of the city. It's a city that's familiar, yet like no other. And a city that's really many "cities" in one. There's a city of music – of songs, recorded works and city sounds. There's a city of the imagination – of three- and four-year-olds being whoever they imagine themselves to be today (a broom man? an opera singer?). There's a city of stories – of lost dogs and found dogs and of a globetrotting photographer. She'll help construct a city neighborhood then dance among the skyscrapers. He'll pose like a statue and make music on his Kindermusik Resonator Bars. Together you'll play a shoe-passing singing game and a movement and matching game involving three artists, math, a drum and a Puerto Rican folk song! Then you'll walk down paper "sidewalks," stopping long enough to draw each other's footprints. Best of all, in *Cities!* children from all kinds of communities will find commonalities with their lives. Your child's imagination will soar as he explores the grandeur of city buildings, the bustle on the sidewalks and the many friends in city neighborhoods. The Family Activity Book is not to be something on your never-ending "To Do" list, but something that could make time stand still for a few precious moments. Kindermusik hopes you and your child will join families all over the world in turning off the television, turning on the music and welcoming the many adventures that *Cities!* can bring to your days together.

Kindermusik foundations of Learning

Kindermusik Foundations of Learning™ statements are located at the top of each Family Activity and explain how your child may benefit from the activity. These icons identify the specific areas of development addressed in the statement.



Language Development

Cognitive Development

Emotional Development

Physical Development

Social Development

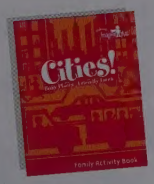
Musical Development

# Cities! Busy Places ~ Friendly Faces

## Home Materials

Each child enrolled in *Kindermusik Imagine That!* receives a set of Home Materials that include the following items:

**Two Home CDs** - double digipak includes the songs sung in class, readings of the literature books, music for dancing and listening and several interactive tracks. See page 23 for more information about the music.




**Family Activity Book** - 48-page book containing weekly activities for families to do at home which complement each lesson; includes City Square Listening Puzzle, Three Artists Matching Game, music scores from the songs and chants in class, sign language references and educational information about your child's learning experiences.

**Kindermusik Resonator Bars With Mallets*** - featured home instrument selected to support musical concepts experienced in class.

**Cities! Game Board Set** - puzzle-cut game board, game instructions cards and game cards that can be used to play a variety of games related to your ***Cities!*** class. Look for this Cities Game Board Set icon throughout the Family Activity Book.

**Razupazu Toto Literature Book** - He's snappy and zippy and loves to take a photo! His name is Razupazu Toto. This vibrant and energetic photographer travels to cities all over the world and photographs friendly artists of all sorts. Follow him on his journey!

**Down Our Street Literature Book** - All through the neighborhood and down the street, we meet the many shopkeepers! Help them with their work by doing motions and chanting the working rhythms...with a rap, and a roll, and a snip, toot, step!

*Care instructions for the Kindermusik Resonator Bars With Mallets

The resonator bar bases are made from high-quality, injection-molded resin and should be cleaned with a damp cloth or antibacterial wipes. DO NOT IMMERSE IN WATER. DO NOT USE HARSH OR ABRASIVE CLEANERS. The bars are removable and should be cleaned and polished with a soft dry cloth. Do not use any liquid on the metal bars. The mallets are made with a plastic handle and rubber head. They can be wiped clean with a damp cloth or antibacterial wipes. Do not heat sterilize. Excessive heat may cause damage to the resonator bar bases, bars and mallets, reducing sound quality and causing the possibility of a safety hazard.

THE KINDERMUSIK RESONATOR BARS WITH MALLETS ARE NOT INTENDED FOR USE BY CHILDREN UNDER 3 YEARS OF AGE.

# "I am a game player. Look at all the ways to play my city game!"

## Foundations of Learning: Preschoolers Play and Games

**Games** *offer an integrated mode of* **play** *that affects all learning domains for* **preschoolers**. *Playing the many suggested games with the Cities! Game Board Set:*

- *Provides children an opportunity to learn new skills (such as taking turns, singing, matching, storytelling and counting) and practice these skills in various game contexts and strategies.*
- *Encourages children to "consolidate previous learning," recalling songs, sounds and activities from the class experience in order to play the game.*
- *Creates play situations in which children can practice solving problems and develop flexible thinking.*
- *Prompts children to develop creativity and aesthetic appreciation.*
- *"[E]nables children to learn about learning – through curiosity, invention, persistence, and a host of other factors."*
- *Gives children the opportunity to play and learn in a safe social environment.*

-Play in the Lives of Children, by Cosby S. Rogers and Janet K. Sawyers, pp. 57-59.

Preschoolers are fascinated with games! The discovery of working together and enjoying others' company will capture the undivided attention of your child. The Cities! Game Board Set provides for a variety of games using the components of a city poster scene included on pp. 24-25 in this book, a puzzle-cut game board and four decks of cards to tie in the theme of city with the classroom experiences. Playing games with your family and friends will strengthen skills such as turn taking and social interactions with others. Manipulating the puzzle pieces and cards and exploring the movement involved in some games will also strengthen fine motor and gross motor skills involved with playing several of these games. With this game board set the whole family can enjoy songs, people and places from the *Imagine That!* city adventure.

## Cities! Games

See page 26 for a list of games you and your family can play using the Cities! Game Board Set and City Scene.

### Books About Cities:

Abuela, by Arthur Dorros, Puffin Books, 1991. ISBN 0-14-056225-7

Do Skyscrapers Touch the Sky?: First Questions and Answers about the City, Time-Life for Children, 1994. ISBN 0-7835-0886-7

Down in the Subway, by Miriam Cohen, DK Publishing, 1998. ISBN 0-7894-2510-6

Trashy Town, by Andrea Zimmerman and David Clemesha, Harper Collins, 1999. ISBN 0-06-027139-6

How to Get Famous in Brooklyn, by Amy Hest, Simon and Schuster, 1995. ISBN 0-689-80293-5

### Bring to Next Class

Bring your Kindermusik Resonator Bars With Mallets to class next time. Prepare the bars by placing a sticker with your child's name on it on the bottom of each bar. This will help the play-along go smoothly!

# "I am an instrumentalist. I play my resonator bars in many ways."

**Foundations of Learning:**
Eye-Hand Coordination

**Eye-hand coordination** *is the essential connection between the nerve endings that develop fine motor ability and the brain's collected visual maps, patterns and templates that relate our bodies to our environment. Eye-hand coordination begins to develop in infancy as the eyes track hand and foot movements, creating an elaborate nerve network that stores this perception of objects around us. The brain banks this vast array of knowledge and then applies these stored templates for movement to use as an automated response when the eye guides the hand through space to execute a task. This skill is essential in the ability to write, dance and play instruments such as the Kindermusik Resonator Bars. In playing the resonator bars, your child's eyes are required to measure the extra distance created by the mallet in order to accurately strike the bars in front of him. Playing the bars along with music solidifies* **eye-hand coordination** *by adding the component of steady beat, which results in a rhythmic flowing pattern, cueing the mastery of this skill.*
-Smart Moves, by Carla Hannaford. pp. 26-7, 103-4, 121.

## Listen to my bell sounds!

Your child will love exploring the Kindermusik Resonator Bars. This pair of instruments was designed to give your child a fun and successful experience with instruments that require eye-hand coordination to strike a resonant surface with a mallet. This skill development also prepares your child to move on to more complex instruments such as the glockenspiel in *Kindermusik for the Young Child®*.

Join your child in exploring playing the resonator bars at different distances apart from one another. Make a point of always placing the larger, lower pitched D bar on the child's left and the smaller, higher pitched A bar on the child's right. This establishes the concept that on keyboard instruments the pitches range from low on the left to high on the right.

Help your child explore the many different ways to play the resonator bars. Ask questions along the way!

- "Can you make loud sounds? Quiet sounds?"
- "How do you make long, ringing sounds? Short, damped sounds?"
- "What happens if you play the resonator bars with the ball ends of the mallets? The stick ends?"
- "Can you play both bars at once? Can you alternate – play one bar then the other bar?"
- "What other ways do you like to play the resonator bars?"

## Music for Resonator Bar Playing

Finally, have fun playing along with your child to these tracks:

- ***Zum Gali Gali***
  (Home CD 1, track 8)
- ***Steeple Bells***
  (Home CD 2, track 4)

## Bring to Next Class

Bring your Kindermusik Resonator Bars With Mallets back to class next week for more music-making!

"I am a sound collector. Listen to my city's sounds."

# Be-Beeep! Vrrrrrooooooom screeeeech

**Foundations of Learning:**
Listening to Different Timbres

**Listening to different timbres** *(the tone qualities or tone colors of sounds) while playing various musical instruments allows children to learn to attend to relevant sounds and match these sounds to a specific instrument. Preschoolers can then begin to code, sort and categorize sounds according to timbre.*

## Music Terminology:

**Timbre***
refers to the tone quality or tone color of a sound. Be sure to use this new music term with your child when exploring the sounds on your Home CD and while creating your own city sounds recording.

* In English ***timbre*** is pronounced tam´-ber, with the *a* in the first syllable pronounced similarly to the *a* in the word *back*.

## Cars, sirens, and screeching tires–Listen to all those sounds!

Pop in your Home CD and listen to ***Traffic Jammers*** (Home CD 1, track 2). Explore the different timbres of the featured sounds with your child by engaging her in active, critical listening. You might prompt her with questions such as:

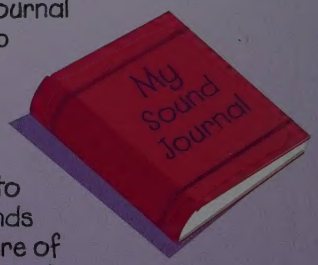
- "What different sounds do you hear?"
- "What do you notice about them? Are they loud sounds? Quiet? Gentle or surprising? What makes these sounds different from one another?"
- "What other kinds of things make sounds similar to a car?"
- "What are your favorite sounds in ***Traffic Jammers***?"
- "What words can we use to talk about these sounds or describe them?"

For each sound identified, also have fun together trying to imitate it vocally.

## My city sounds like this...

Engage your child in making her own city sounds recording using a variety of noisy household objects, toys and instruments. Remember to use your voices to help make city sounds! Voices can create many, many different timbres.

Next, help your child create a city sounds journal based on her city sounds composition. Help her draw or cut out pictures of, or write the names of, all the different sound makers on a piece of paper, cataloging which object represents which sound. You may want to extend this cataloging into an actual scene containing all the city sounds you will make and hear. Talk about the timbre of each item you chose, as you did while listening to ***Traffic Jammers***.



## Bring to Next Class

Bring your favorite stuffed animal to class.

# "I am a storyteller. One day my dog got lost and..."

**Foundations of Learning:** Storytelling

**Storytelling**, *in both formal oral tradition and through casual conversation, helps children learn about the world around them. By envisaging these stories through imagination, children are more likely to remember and solidify a story's plot, characters and sequence. Understanding the structure of a story is a building block in a child's ability to construct and tell his own stories. Real stories that are shared in everyday conversation help children to form conclusions about their community, social interactions with others and emotions which may be attached to the events of the stories. Children can most easily understand oral storytelling when the true story told involves them as a main character. In listening to the story, the child can then draw on his "bank" of memories related to the story, while listening and comprehending what is being told.*
-Starting Out Right, by The National Research Council, 1999. pp 26-27.

## Tell me where your little dog has gone.

Everyone has a story to tell about something that has happened to him. In class, your child has heard several stories about a little boy named Eddie, whose mischievous dog Bandit always runs away and gets lost! You can listen to these stories on your Home CD 1, track 13.

Now it is your turn to make up a "happy ending" story about a lost dog or other lost pet. You might extend this activity to become a family storytelling night around the dinner table. Share true stories or have fun making up new stories! You may decide that you would like to record them on audio-or videotape as a special keepsake to watch later.

## Stuffed Animal Hide and Seek

Have everyone in your family choose a stuffed animal for a stuffed animal singing game. Choose a family member to be the first hider while all the other players close their eyes and sing ***Where Has My Little Dog Gone?*** You will adapt the song by inserting the name of the stuffed animal in place of ***"dog,"*** and singing on ***"la"*** instead of the last phrase ***"with his tail cut short and his ears cut long."*** (See score on page 22 and Home CD 1, track 14.) During the singing the hider hides his animal somewhere in the room. When you have sung through the song, everybody except the hider begins searching the room for the lost stuffed animal. Whoever finds it holds the stuffed animal and sings the last phrase of the song, changing the words to sing about the animal (***"Oh here, oh here is the elephant!"***). Continue to play until everyone has had a turn hiding an animal.

## Books about Dogs in the City

Spike in the City, by Paulette Bogan, Penguin Putnam, 2000, ISBN 0-399-23442-X

The Adventures of Taxi Dog, by Debra and Sal Barracca, Dial Books, 1990. ISBN 0-8037-0671-5

Maxi, The Hero, by Debra and Sal Barracca, Dial Books, 1991, ISBN 0-8037-0939-0

Dogs, Dogs, Dogs!, by Lesléa Newman, Simon & Schuster, 2002. ISBN 0-689-84492-1

Dog Eared, by Amanda Harvey, Doubleday, 2002. ISBN 0-385-72911-1

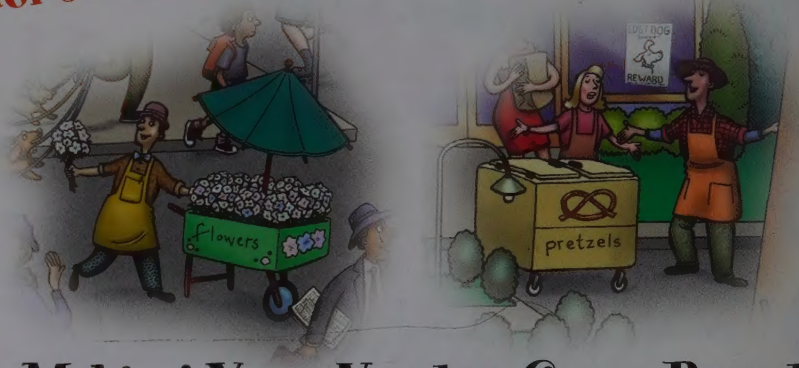
# "I am a vendor. Pretzels for sale! Flowers for sale! Come and buy..."

**Foundations of Learning:**
Singing Games and Social Skills

*By participating in* **singing games**, *children develop* **social skills** *that prepare them for adulthood, including:*

- *Taking turns and waiting for turns.*
- *Working cooperatively.*
- *Observing and accepting others' ideas.*
- *Gaining skills and confidence in being a leader and a follower.*
- *Watching, listening to and speaking to one another.*

-Song Play: A Collection of Playful Songs for Children, by Peggy D. Bennett, Ed.




## Making Your Vendor Game Board

With your child, cut out 5-10 pictures of food or other vendor items (such as flowers or newspapers) from magazines. Next, paste or tape the pictures to a large piece of paper or poster board. Space the pictures out evenly, leaving enough space so that they are not touching. Lastly, find a small game piece to toss on the board, such as a coin, small sponge or bottle cap.

## Playing the Vendor Game

Toss the game piece so that it lands on the game board. Sing ***Pretzels for Sale*** (see score on page 22 and Home CD 1, track 15), replacing the word ***"pretzels"*** with the word for the item upon which the game piece lands. You may also want to pretend to hand the chosen vendor item to the others playing the game. Continue playing the game, allowing everyone to have several turns.

## About the Music

In America, street vendors emerged during the late 1700s. These vendors used jingles and syncopated rhythms to attract customers. The songs they sang were often created on the spot when trade started to slow, while other songs were brought from vendors' homelands (many vendors were immigrants). A large city would have had many vendors who sold food such as fruits, vegetables, meats, bread, candies, nuts, coffee, ice cream and baked goods. Others sold flowers, toys, rags, junk, coins, pictures, eyeglasses, cigars, stamps or newspapers. Vendors typically had pushcarts or stands, which they set up each morning, or baskets if they couldn't afford a cart. Although street criers are now practically obsolete, their cries live on through songs such as *The Broom Man* and *Pretzels for Sale*.

-"Street Cries and Criers of New York," by Terry Roth, 1938.

-The Street Vendors of New York, by E. E. Sterns. Scribners Monthly, December 1870, pp. 113-129.

# "I am a sculptor. My statue looks like..."

**Foundations of Learning:**
Sculpture and Creativity

*Child-directed* **sculpture** *allows children to discover, invent, construct and create on their own while non-verbally expressing their* **creativity**. *Sculpting helps children develop fine motor coordination, eye-hand coordination, original thinking, imagination and problem solving skills.*
-Art and Creative Development for Young Children, by Robert Schirrmacher, pp. 71-82.

In class we have explored being statues, and we looked at statues made from stone and metal. Go on a statue scavenger hunt with your child this week, finding pictures of statues in books, magazines or on the Internet. Then make a game of posing like the statues you find. See additional activities for moving and posing like a statue on p. 31.

## Sculpting a Statue

Invite your child to be a sculptor! Decide together whether you want to sculpt your statue to look like a person, animal or an object. Next, choose what materials you would like to use to make your sculpture.

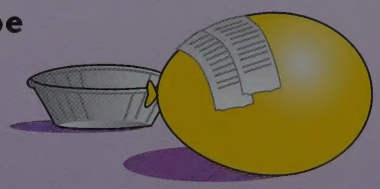
### Ideas for Sculpting Materials

- clay
- foil
- cardboard
- paint, markers or crayons
- tape or glue
- other pliable materials
- papier-mâché *(See instructions below.)*

### Papier-Mâché Sculpture

Inflate one or more balloons for your child. These will provide the shape for your sculpture. (If using more than one balloon, attach them with masking tape.) Show your child how to use the papier-mâché. Lay a strip of newspaper in the paste you have made (see recipe). After it has absorbed moisture remove excess liquid by ringing it out between two fingers. Place the strip onto the balloon. After the balloon is covered and you have created the desired shape, let the sculpture dry completely. Help your child finish the piece with paint!

### Papier-Mâché Paste Recipe



- 1/2 cup flour
- 3/4 cup water
- measuring cup
- shallow bowl
- spoon
- newspaper cut or torn into 1"-wide strips
- balloons (several shapes and sizes)

Pour 1/2 cup of flour in a bowl. Add 1/2 cup of the water and stir. Continue to add water until the mixture is the consistency of whipping cream.

"I Spy."

## Bring to Next Class

Bring your sculpture to class next week so that you can display your work of art in your Kindermusik class museum and sculpture gardens.

# "I am a photographer... 1, 2, 3, Click! I'll show and tell you my story

**Foundations of Learning:**
Photographs, Literacy and the Past

**Photographs** *can serve as cues for three- and four-year-olds "to reflect on past episodes and on their own identity over time.... Talking about the* **past** *through sharing personal stories helps young children begin to construct a self-identity... as they gain independence and increasing control over their world in both the physical and verbal realms." Sharing photos with a child also provides concrete documentation, which helps him reconstruct stories and develop early* **literacy** *by:*

- *Encouraging him to interpret symbolic representation.*
- *Prompting the verbal expression of memories.*
- *Supporting organized conversation between child and adult.*
- *Encouraging the development of narrative skills and sequencing through telling stories of past events.*

-When I Was a Baby: Autobiographical Talk in a Preschool Classroom, by Juliet Bromer, pp. 3-12.
-Ladders to Literacy, by Angela Notari- Syverson, Rollanda E. O'Connor and Patricia F. Vadasy, p. 91.

## Photo Book Ideas!

### 1. Gather Pictures

- Take a day adventure with your child. Before the trip present him or her with a disposable camera for taking pictures throughout the day's events. Be sure to include your child in some of the pictures! Have the photos developed to use in a photo book!
- Help your child find 6-8 existing family photos from a birthday party, a trip to the zoo or other event that you and your child can write a story about.

### 2. Find a Book

- Purchase a photo album with self-adhesive pages.
- Purchase a scrapbook style book and photo corners to hold photographs in place.
- Collect enough colored paper to make the number of pages you would like in your book. Punch holes across the top or down the left side and thread string, ribbon or light rope through the holes to create a binding!

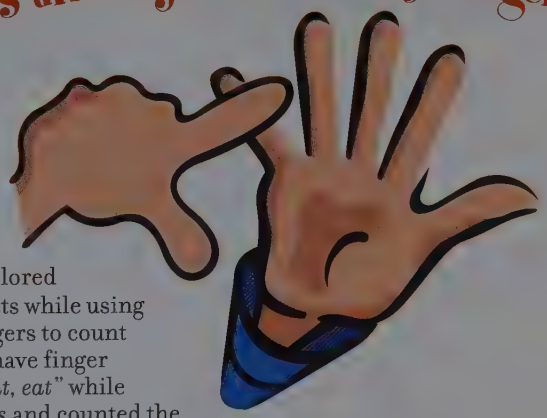
### 3. Create the Story

- Using your child's words help him write about the trip that you took or found pictures of. Ask your child questions such as, ***"What are you doing in this picture?"*** or ***"Did you have fun when you did that?"*** to prompt him. Your child may want to add his writing and drawings to the book as well.
- Consider including the song ***1, 2, 3, Click!*** (score on page 30, recording on Home CD 1, track 26) or special phrases from the book Razupazu Toto in your story.

### 4. Put It All Together

- Arrange the photos and story snippets in the book you have chosen.
- Have your child add decorations or drawings to the cover and write his name as author, illustrator and photographer.

# "I am a mathematician. I can count sounds and objects with my fingers."



**Foundations of Learning:**
One-to-One Correspondence

*Children can begin counting as young as two years of age. However there is a difference between the act of counting that is a rote activity and the act of counting when* **one-to-one correspondence** *is grasped. One-to-one correspondence is the ability to understand that each number counted corresponds with an object. The development of this skill is the basis for understanding mathematics. Finger counting helps children reinforce one-to-one correspondence skills because it is a concrete experience that is both physical and visual, so it easily demonstrates the relationship of numbers from 1 to 10 to objects (or sounds) being counted.*
-The Young Child and Mathematics, by Juanita Copley, 2000. pp. 55-59.

In class, your child has explored counting sounds and objects while using her voice to speak, her fingers to count and her ears to listen. We have finger counted the phrase *"eat, eat, eat"* while singing *Apples and Bananas* and counted the bell tolls coming from the clock tower. Combining songs and sounds with numbers helps children understand the relationship of quantity to objects. Using counting in a musical context also prepares children for later experiences of counting rhythms in music.

Explore finger counting with your child this week as you explore everyday routines. Count sounds, objects, toes, events, pieces of laundry – whatever occurs to you. The concept of one-to-one correspondence is new to many preschoolers, so take your time and have fun exploring these new skills. Enjoy the *"eat, eat"* and *"beep, beep"* games on this page as well.

## Eat, Eat, Eat, Eat.... Apples and Bananas!

Sing ***Apples and Bananas*** (score on p. 22, recording on Home CD 1, track 16) with your child and finger count the phrase ***"eat, eat, eat."*** Take turns changing the number of times the word ***"eat"*** is sung. Be sure to finger count as you sing. Keep your counted fingers up! When you have completed the phrase count aloud the number of fingers you are holding up.

### My mom's oven timer goes ***"beep, beep, beep, beep."***

Our homes are full of sounds that we can explore, discover and count!

- How many beeps does your microwave make when it finishes?
- How many rings does your doorbell make?
- Do you have a clock at home that chimes on the hour or plays a tune?
- Can you count the number of bell rings and floors as you ride up and down in an elevator?
- What other objects (or pets?) in your house make repeated sounds that you can count?

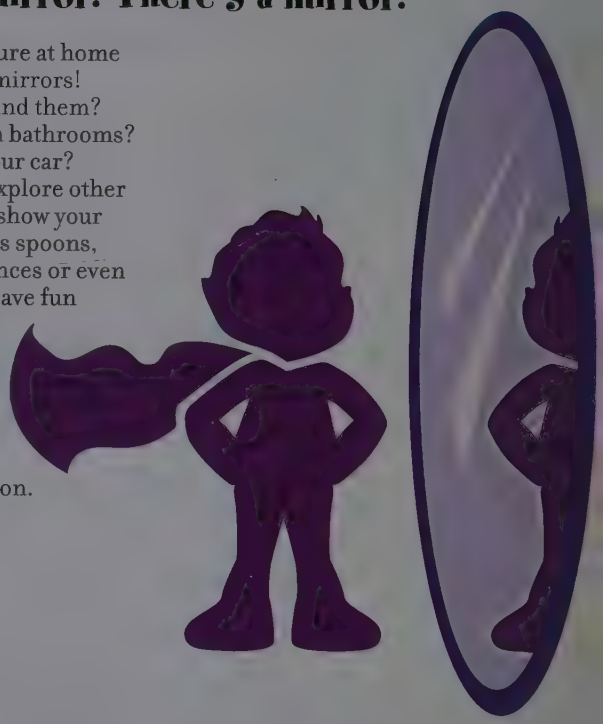
# "Mirror, mirror...my reflection can move like this..."

**Foundations of Learning:**
Self Awareness and Movement

*Children gain* **self awareness** *when they participate in* **movement** *activities such as mirror games. "Children are great imitators, acutely aware of and then modeling adult movements in their walking, talking, hand gestures, and other physical activities. This modeling on the body allows them to sense the world around them from within to understand it." By watching themselves in mirrors and mirroring others' movements, children gain an understanding of their own bodies and capabilities.*
-Smart Moves: Why Learning Is Not All In Your Head, by Carla Hannaford, Ph.D., p. 44.

## Here's a mirror! There's a mirror!

Go on an adventure at home and find all the mirrors! Where can you find them? In bedrooms? In bathrooms? What about in your car? You might also explore other objects that will show your reflection such as spoons, windows, appliances or even pots and pans. Have fun looking at yourself in these shiny surfaces and discovering what differently shaped objects do to our reflection.



## Bring to Next Class

Bring your Kindermusik Resonator Bars With Mallets to next class.

## I wonder what my face looks like when I laugh...

Preschoolers enjoy exploring what they look like and how their bodies can move. Find a mirror in your home. (Larger mirrors work best.) Look into the mirror and see all the things that make you who you are. Notice your eye color, hair color, whether you have freckles or glasses.

Playing with a mirror can also be quite fun as children explore what their faces look like when they feel a certain way. Explore happy faces, sad faces, surprised faces and funny faces. Talk about whether the faces feel the same way that they look. Help your child explore what his body looks like in the mirror when he jumps, flaps his arms or spins.

## More Mirror Dancing

Enjoy taking the mirror dance shared in class home to share with the family. Use the recording of ***Barcarolle*** (Home CD 2, track 7) or any other selection of music that your family might enjoy. Consider dancing in front of an actual mirror with your child to practice the movements to do when dancing with you.

# "I am an instrument maker. My bells could look and sound like..."

**Foundations of Learning:**
Investigating Sounds While Making Instruments

*Children learn through hands-on* **investigation**. *In using household objects to* **make bells or instruments that make bell sounds**, *children:*

- *Use problem-solving skills.*
- *Differentiate among various sounds.*
- *Classify and group sounds by their likeness to a bell.*
- *Are exposed to different tones and timbres.*
- *Explore the possibilities of an instrument.*

Plan a musical scavenger hunt to look for bells. First, talk with your child about what bells look like and what bells sound like. For example, our Kindermusik Resonator Bars sound very much like bells but do not have the appearance that one might expect of an ordinary bell. Head out and gather supplies and objects to make instruments that might look and sound like a bell.

Here are some ideas you might use when you are constructing your homemade bell instrument:

- Make just one or explore making several different kinds of bells.
- Remember to use the music terminology ***timbre*** (see p. 6) when helping your child to describe the different qualities of sounds.
- Decorate your instruments using paint, glitter, markers, yarn, etc.

## It might look like a bell!

These are objects that might look like a bell and possibly sound like a bell when you add a clapper to the inside:

- Clay flower pot
- Egg carton shell
- Plastic cups

## It might sound like a bell!

These are objects that might sound like a bell when you strike them with a mallet or other striker:

- Seashells
- Flat stones
- Wooden blocks
- Water glasses

## Bring to Next Class

Bring your Kindermusik Resonator Bars With Mallets back to class!

# "I am a thinker. I think as I move, listen, look and count."

**Foundations of Learning:** Critical Thinking and Integrated Learning

**Critical thinking**, *the ability to break apart an idea and analyze its many parts, involves such skills as sorting, identifying, matching, classifying and comparing similarities and differences. In this activity, critical thinking is part of the* **integrated learning** *that is taking place. Some of the learned skills involved here include:*

- *Counting sounds and objects.*
- *Choosing and executing actions and motions according to knowledge of visual and sound cues.*
- *Understanding and identifying relationships among various sources of information in order to draw conclusions.*
- "Think!: How Your Child Learns to Problem Solve." by Ellen Booth Church, Scholastic Parent & Child (February/March 1999) pp. 33-37.

## A Ballet Dancer, a Guitarist and a Painter

The *Three Artists Matching Game* and the *Moving Artists* activity experienced in class integrate many modes of thinking. Your child must listen to and count drumbeats, determine which pictured artist corresponds with the number and then move like that artist. The many steps in these activities and the relationships among the different bits of information challenge your child to use critical thinking skills. This week play the *Three Artists Matching Game* and enjoy the *Moving Artists* activity with your child. You will find the artist pictures, pieces and directions for moving and playing the game on pp. 39-46.

## The Three Artists!

Talk about the three different artists and their matching pieces with your child. Prompt your child with questions such as:

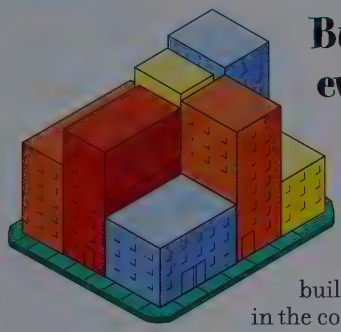
- ***"The painter is painting a picture of the fruit. What tool is he using to paint?"***
- ***"Show me how the painter might move his brush while he paints."***
- ***"Is the painter using great big wide strokes or little dabs?"***

Next, point out the dot(s) and numeral in the top left corner of each picture. Practice counting by touching the dots on the picture with your finger. Then, explore finger counting or clapping these same numbers. You and your child may also want to take turns clapping and counting out loud and listening to the different numbers. All of this counting exploration will prepare your child for active listening during the game and dance. See instructions for how to play the game and move in the dance on p. 40.

# "I am an architect - look at my city building."

**Foundations of Learning:**
Preschoolers' Perspectives on Urban Life

*Children describe and interpret cities through their own life experiences in relation to where they live. Physical components of a city that affect the senses, such as sights, smells and sounds, are relevant and necessary to building a basic foundation of a "city concept" in a child's mind. Surprisingly, however, these are not as prevalent as you might think. What emerges in a* **preschooler's perspective on urban life** *is an "'invisible city' made up of history, shared values, social institutions, lifestyles and many other intangible components." In this sense, children understand the concept of city more strongly through descriptive narratives in a story context than through visual representations.*
-Children and Cities, by Sergio Spaggiari in Reggio Tutta: A Guide to the City by Children, 2000, pp. 124-27.



## Buildings, buildings everywhere... look at all the shapes and sizes.

Your child has discovered the city is full of buildings of all shapes and sizes. Cities all over the world have buildings that are prominent parts of skylines as well as buildings that are prominent in everyday life in the community. Every city looks and feels different depending upon its buildings, people, culture, history and geographic location. Children often are the first to ask the question, *"Is it the city that gives people shape or people who give shape to the city?"* - Sergio Spaggiari

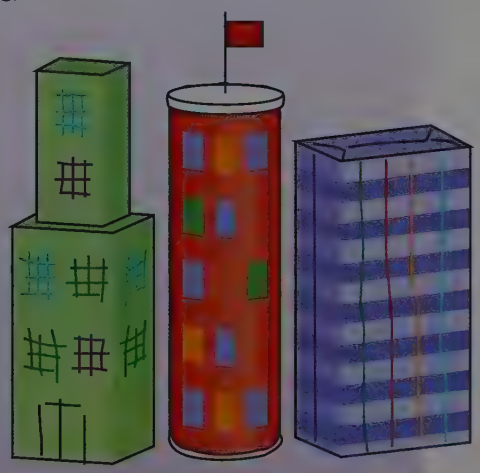
In *Cities!* we have explored that not only do buildings have different characteristics but they have different purposes and inhabitants. Some buildings are places where people live; some are places where they shop or eat; and some are places for social gatherings and fun. Next week in class we will create our own city, full of "busy places" and "friendly faces," by arranging our constructions into a city neighborhood block, meeting the people who live there and discovering how they live their everyday lives.

## Let's build a building!

Help your child create a city building by using a variety of materials and ideas.

1. Begin constructing the building by choosing a container or box from your kitchen cupboards:
   - Cereal, pasta or cracker boxes
   - Oatmeal or potato chip containers
   - Milk cartons
   - Plastic butter containers

2. Decorate your building using these and other ideas:
   - Glue two or more containers together.
   - Cover with paper or foil.
   - Use paint, glitter, crayons or markers.
   - Cut out doors and windows.



Remember, every building will be unique, and it need not be "realistic" to be part of our Kindermusik cityscape!

## Bring to Next Class

Bring your city building to class next week so that we can create our own Kindermusik city!

# "I am an artist. I can paint murals and color sidewalks!"

**Foundations of Learning:**
Cooperative Learning

*Promoting* **cooperative learning** *through making a mural gives preschoolers the opportunity to practice skills that will prepare them for the cognitive, emotional and social demands of school. These skills include:*

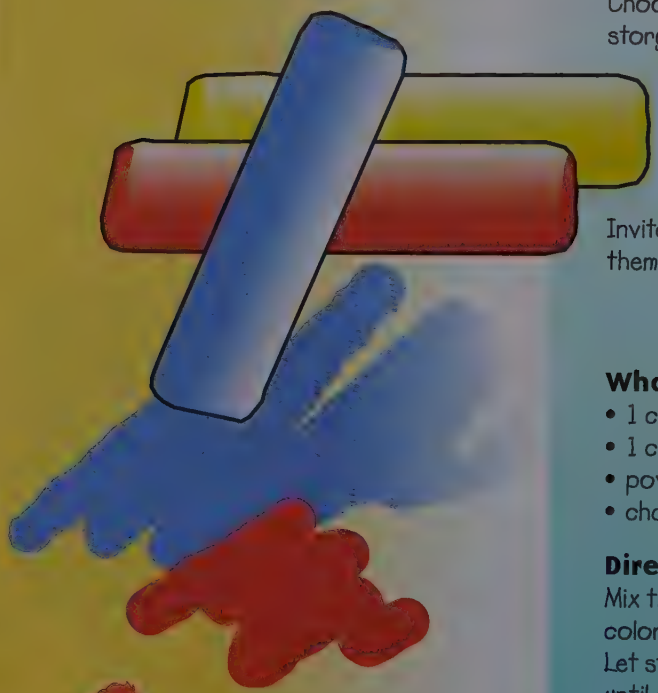
- *Listening to and considering other children's thoughts and ideas.*
- *Waiting for a turn.*
- *Helping others and being the receiver of help.*
- *Using language to share ideas.*
- *Using problem-solving skills.*
- *Interacting with other children in a respectful and appropriate way.*
- *Working together to achieve a goal.*

-"Team Building in the Classroom" by Dorothy G. Singer, Ed.D. Scholastic Early Childhood Today (April 2002), pp. 37-41.

In class we had so much fun tracing each other's footprints. Do this at home and include your entire family's feet, maybe even the dog's or cat's feet! You may choose to do this on a large piece of poster paper or freezer paper as in class, use lots of small pieces of paper and tape them to the floor, or use chalk on the sidewalk or driveway at your house. Have fun singing the song *Here We Come A-Walking* as you follow the footprints, whichever way they might be turned.

## Let's make a friends and family mural!

Choose a theme or fairy tale with your child, or make up your own story together. Gather everyone's ideas on how the story or theme might be illustrated or told with pictures and decide which ideas would work the best. Using crayons, markers, paint, chalk or cut paper help your child weave everyone's ideas together to tell the story or make the scene. When the art is complete, decide how and where you might display this art. Invite other friends and family to your house and help your child tell them the story using the collaborative artwork!



## Homemade Sidewalk Chalk Recipe

**What you will need:**

- 1 cup plaster of Paris
- 1 cup water
- powdered tempera paint
- chalk mold - paper cups or toilet tissue rolls

**Directions:**

Mix the plaster of Paris and water together. If you would like colored chalk, add your favorite color of powdered tempera paint. Let stand for a few minutes and pour into the chalk mold. Let stand until completely dry. It may take several hours or a couple of days. If the chalk is still damp when you remove it from the mold, continue to let air dry for several more hours.

# "I am a pen pal. I like to write, send and receive letters."

**Foundations of Learning:**
Communication on Paper

*Letter writing gives children practice putting their thoughts onto paper.* **Communicating on paper** *develops:*

- *An understanding of one's own feelings.*
- *Reflective skills.*
- *Expressiveness.*
- *The ability to accurately and coherently describe events, feelings and experiences.*

-Project Spectrum: Early Learning Activities, by Jie-Qi Chen, Emily Isberg and Mara Krechevsky, Eds.

## I wrote a letter to you.

Receiving mail every day is a normal occurrence for an adult, but the mail routine can be a monumental occasion for your child and can be enjoyed in all respects. Receiving and sending actual letters via post is an excellent way for your child to experience print in the environment and the concept of sending or receiving communication in a non-instant delivery medium.

In class your child pretended to write a letter and send it in the mail. This week you may want to explore writing letters to a friend, a babysitter or Grandma and Grandpa. Your child may choose to use creative writing tools such as crayons, markers or even finger paint. Even though your child cannot necessarily write words and sentences yet, sending something in print to a special person will communicate the importance of written language. After you have written the address on the outside of the envelope, allow your child to add a few decorations to the outside of the letter as well. Have your child affix the postage stamp and help him drop it in the mail!

You may also choose to write a letter to your child and drop it in a public mailbox while you are out doing errands. It will be a treasured surprise when your child finds his own letter in the stack of daily mail!

## So many stamps!

Stamps are beautiful works of art! Talk to your child about the purpose of stamps. Why do we put stamps on mail? Why are there so many different kinds of stamps? Which stamps are common and which stamps are unusual?

Preschool-aged children are natural collectors and stamps make an easy, inexpensive and exciting collection to begin. You can play sorting games by sorting the stamps by size, color or even by who sent the letter on which the stamp arrived. Every day's mail delivery will hold a new surprise!

**Stamp Sites**
http://www.stamps.org

# Hello, How Do You Do!

♩ = 112 swing

Jane K. Thurmer

Hel - lo, How do you do, it's good to be with you.

Hel - lo, How do you do, it's good to be with you.

Hel - lo, How do you do, it's good to be with you. It's

good to be to - geth - er here with you.

# Zum Gali Gali

♩ = 96

Israeli Round

Zum ga - li ga - li ga - li, Zum ga - li ga - li,
*zoom gah - lee gah - lee gah - lee zoom gah - lee gah - lee*

Zum ga - li ga - li ga - li, Zum ga - li ga - li.
*zoom gah - lee gah - lee gah - lee zoom gah - lee gah - lee*

1. He - cha-lutz le 'man a - vo - dah; A - vo - dah le 'man he-cha-lutz.
2. A - vo-dah le 'man he - cha-lutz; He - cha-lutz le 'man a - vo - dah.
3. He - cha-lutz le 'man hab' - tu - lah; Hab' - tu - lah le 'man he-cha-lutz.
4. Ha - sha-lom le 'man ha - 'a - mim; Ha - 'a - mim le 'man ha-sha-lom.

Have fun playing your Kindermusik Resonator Bars while you sing this song and any other favorite song that matches the pitches of your resonator bars.

## About the Music

*Zum Gali Gali* was sung by the Israeli chalutzim, or pioneers, while they worked to turn the Israeli desert into fields and gardens. The tempo of this song lends itself well to rhythmic tasks such as digging. - Songs That Children Sing, compiled and edited by Eleanor Chroman, p. 72.

**Translation:**

Refrain: *Zum gali gali*, (No real meaning – similar to "*tra la la.*")

V. 1: *The pioneer is for the sake of work; the work is for the sake of the pioneer.*

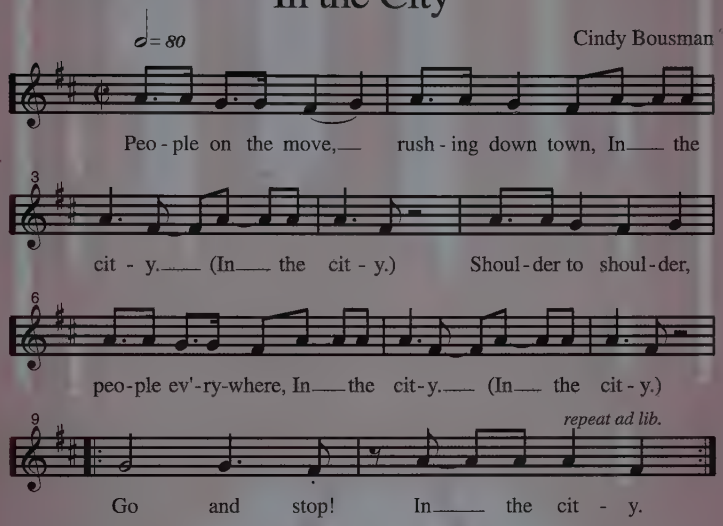
V. 2: *The work is for the sake of the pioneer; the pioneer is for the sake of the work.*

V. 3: *The pioneer is for the sake of the young woman; the young woman is for the sake of the pioneer.*

V. 4: *The peace is for the sake of the nations; the nations are for the sake of peace.* - Ellen Ben-Naim, "A Translation" [electronic mail] 09/08/02.

# In the City

Cindy Bousman




Sing this song with your family. Tap the floor quickly, alternating hands while singing the word *"go."* At the word *"stop,"* make the ASL sign for ***stop***. Repeat this song several times. Enjoy speeding up and slowing down the song and the motions on the *"go and stop"* part.

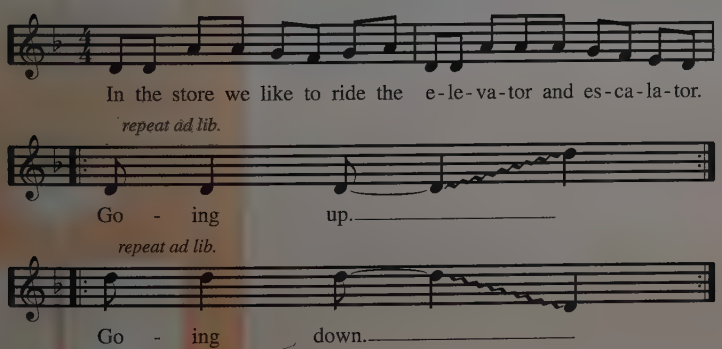
Listen to your Home CD 1, track 3, *In the City*. Each time your hear the word ***city***, make the ASL sign for ***city***.

**American Sign Language: Stop**
Hold left hand out, palm facing up. Place right hand sideways on left palm, little finger down, thumb side up.

**American Sign Language: City**
With hands flat, place fingertips of both hands together, fingertips pointing up, so that the hands and arms form a triangle. Separate and rejoin fingertips a few times, moving arms slightly away from each other each time. This motion represents a collection of rooftops.

# Elevator and Escalator

Claire Clark




## Riding the Elevator

Have fun making your body move *"up"* and *"down"* while singing *Elevator and Escalator*. You may climb, climb, climb as you sing the *"going up"* ***glissando****. Then return to the ground by singing the *"going down"* ***glissando***.

***Music Terminology:** ***Glissando*** refers to a continuous sound or sliding movement from one pitch to another.

# My Bike

by Cindy Bousman

Beep-beep, my bike horn sounds.
Pedaling, pedaling, 'round and
around.
Ding-ding, my bike bell rings.
Listen to the song that my bike sings.

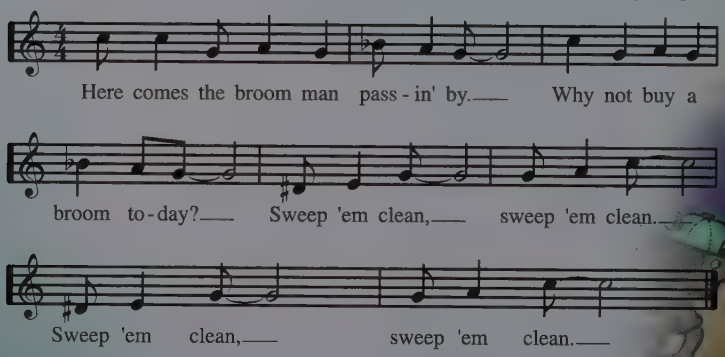
("Honk" your nose.)
(Make the American Sign Language Sign for ***bicycle***. See directions and picture below.)
(Tap one index finger on the other hand's closed fist.)
(Make the American Sign Language Sign for ***listen***. See directions and picture below.)

**American Sign Language: Bicycle**
Put both hands in front of chest in a fist position with thumbs facing each other and palms facing down. Move hands in alternating forward circles as if pedaling a bicycle with your hands.

**American Sign Language: Listen**
Hold thumb by base of ear. Extend the index and middle fingers and move the two fingers up and down together.

# The Broom Man

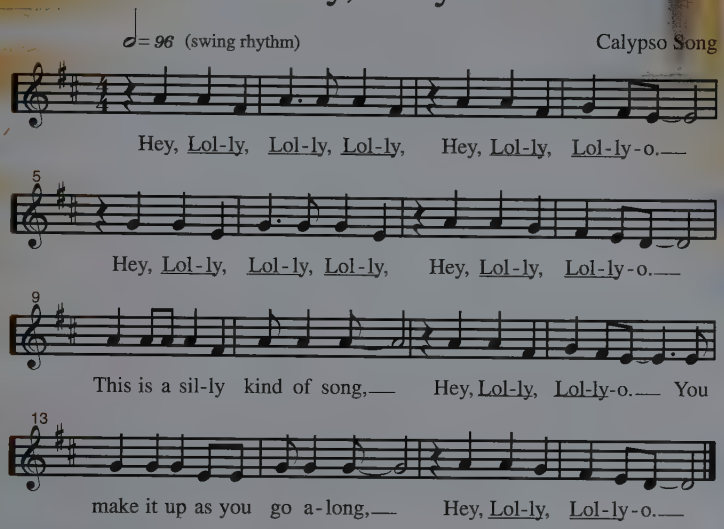
♩ = 104 American Street Cry/adapted



## About the Music

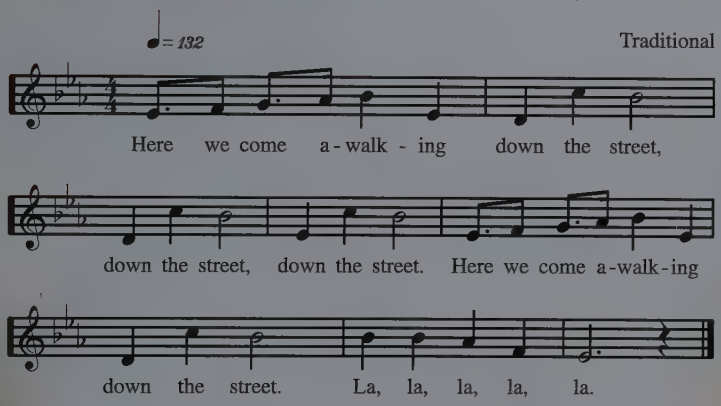
*The Broom Man* is a street cry, a song sung by a vendor to attract customers. This song was collected by J. Rosamond Johnson (1873-1954), an African-American man who began playing the piano at four and went on to become a composer, conductor, singer and Broadway performer.
—http://www.jass.com/c&j.html, (June 2002).

# Hey, Lolly




Sing *Hey, Lolly*, replacing *"Lolly"* with names or silly words. How many different silly words can you make up for this silly song?

# Here We Come A-Walking




Vs. 2 Here we come a-bouncing ...
Vs. 3 Here we come a-tiptoeing ...
Vs. 4 Here we come a-marching ...

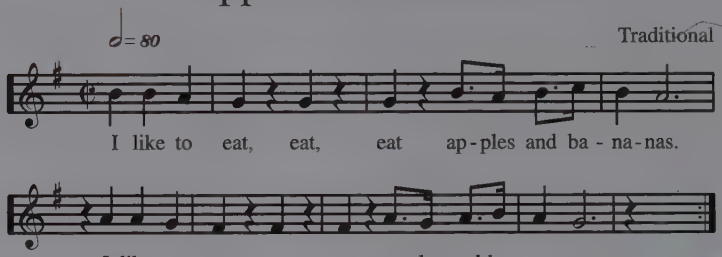
Accompany your everyday walking (or running or jumping) with this song. You might sing as you go to the grocery store, to school or to get the mail from your mailbox. Replace the movement word (*"walking"*) and the destination (*"down the street"*) to fit your adventure. *"Here we come a-jumping to the mailbox."*

# Pretzels for Sale

Play the *Pretzels for Sale Vendor Game*! See Family Activity #5.

# Apples and Bananas

Traditional

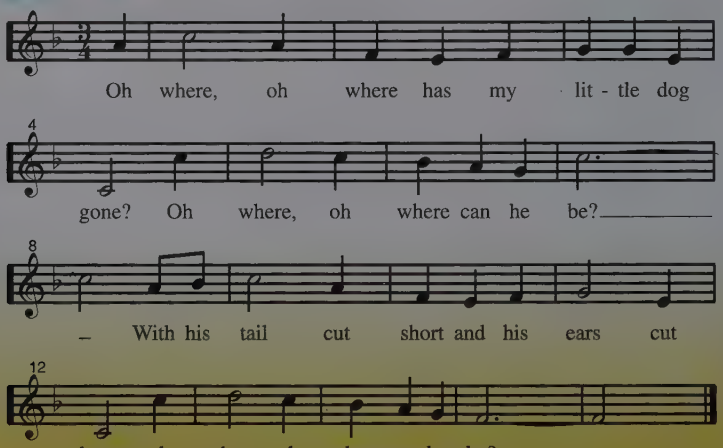


| | | |
|---|---|---|
| Ā | Vs. 2 | I like to ate … ayples and banaynays. |
| Ē | Vs. 3 | I like to eet … eeples and baneenees. |
| Ī | Vs. 4 | I like to ite … iples and baninis. |
| Ō | Vs. 5 | I like to ote … oples and banonos. |
| Ū | Vs. 6 | I like to ute … uples and banunus. |
| | | oot sound |

Have fun singing the many silly verses of *Apples and Bananas* while looking into a mirror. Watch how the shape of your mouth changes as you sing each of the different sounds.

# Where Has My Little Dog Gone?

Germany




Play *Stuffed Animal Hide and Seek*. See Family Activity #4.

# About Your Kindermusik Home CDs

When connected with singing, listening, dancing and playing instruments, the music on your Home CDs provides your child a broad, multi-dimensional, educational experience that sets the foundation for a lifetime of musical enjoyment. Your child's brain is literally forming a rich network of music, movement, language and idea connections, which, when used frequently, remains intact for life. This network becomes even more powerful to your child when it is shared with you.

Your *Cities! Busy Places ~ Friendly Faces* Home CDs offer:

**Sounds of Many Cultures**
The sounds of French in *Bonjour, mes amis*, CD 2, track 1
The sounds of China in *Kang Ding City*, CD 2, track 8
The sounds of Puerto Rico in *San Serení*, CD 2, track 24
The sounds of the Zimbabwean Shona language in *Sorida*, CD 2, track 6
The sounds of India in *Tambura Meetidava*, CD 1, track 28
The sounds of Hebrew in *Zum Gali Gali*, CD 1, track 8

**Sounds of Many Musical Styles**
Folk traditions from around the world: *Hey, Lolly*, CD 1, track 7
Classical traditions: *Gavotte in G* by Bach, CD 1, track 23
Jazz traditions: *The Broom Man*, CD 1, track 4
Contemporary traditions: *Elevator and Escalator*, CD 1, track 5

**Sounds of Many Voices and Instruments**
Children's voices as in *1, 2, 3, Click!*, CD 1, track 26
Operatic singers as in *Pa-Pa-Pa* (Papageno Papageno Duet from *Die Zauberflöte* by W. A. Mozart), CD 2, track 20
Barber Shop Quartet singers as in *Oh! Susanna*, CD 2, track 23
Brass Quartet as in *We Are Fine Musicians*, CD 1, track 17

**Literature Components**
*Razupazu Toto*, CD 1, track 27
*Down Our Street*, CD 2, track 14
*The Tales of Eddie and Bandit*, CD 1, track 13

**Musical Listening Puzzles and Games**
*City Square Listening Game*, CD 1, track 24
*Moving Artists: San Serení*, CD 2, track 9
*Pretzels for Sale Game*, CD 1, track 15
*Where Has My Little Dog Gone?*, CD 1, track 14

**Group Dances and Fingerplays**
*Zum Gali Gali*, CD 1, track 8
*Jing Jang*, CD 1, track 19
*My Bike*, CD 1, track 20
*There's a Little Wheel*, CD 2, track 2
*Zoom-e-oh Circle Song*, CD 2, track 25

**Familiar Tunes**
*Bicycle Built for Two*, CD 1, track 21
*Where Has My Little Dog Gone?*, CD 1, track 14
*Apples and Bananas*, CD 1, track 16
*The Wheels on the Bus*, CD 1, track 12
*There's a Little Wheel*, CD 2, track 2

**Songs Personalized for Creative Input From Your Child**
*Moving Artists: San Serení*, CD 2, track 9
*Walk All Around*, CD 1, track 22
*On Our Way*, CD 1, track 10

Mission Café
LOST DOG
REWARD
LOST DOG
REWARD
LOST DOG
REWARD
LOST DOG
REWARD
Café

Snow cones
POST OFFICE
COUNTY OFFICES
LOST DOG
REWARD
pretzels
FIRST
MAIN
Leo's Barbershop
Music etc.
BAKERY
TAXI
flowers
HOTEL

# Cities! Games

In your Cities! Game Board Set, instructions for various games are printed on Game Cards. Additionally, included here are three bonus games you can enjoy playing at home. These include your child's very own miniature-sized City Scene, which you can remove from this book (pages 24-25) and post for play.

## Games Included In Your Cities! Game Board Set

### Busy City Game Cards

**Busy Mimes**
*Object: To imitate actions pictured; to identify actions and match to pictures on Game Board.*

**Busy Mimes (Advanced)**
*Object: To imitate actions pictured and explore movement words; to identify actions and movement words*

**Stop and Go**
*Object: To move (and stop!) to recorded music.*

### City Sights Game Cards

**Storytelling**
*Object: To tell stories using Game Cards as prompts; to guess which pictures go with the stories.*

**Storytelling (Advanced)**
*Object: To tell stories using Game Cards as prompts; to guess which pictures go with the stories.*

### City Faces Game Cards

**Can You Find It?**
*Object: To match pictures on cards with pictures on Game Board Puzzle Pieces.*

**Match It Up**
*Object: To match pictures on cards to pictures on the Game Board.*

**Picture, Picture!**
*Object: To play the Resonator Bar upon matching Game Card pictures to Puzzle Piece pictures.*

### City Sounds Game Cards

**Listen and Match**
*Object: To identify songs or sounds on the CD and match to pictures on cards.*

**Sing and Match**
*Object: To recognize songs and match to pictures on the Game Board.*

**Sing to Your Neighbor**
*Object: To recognize songs and match to picture cards; to sing songs.*

## Bonus Games Using Your Child's City Scene Poster

**Magic Mallet Song Game**
(2+ players), City Scene (poster), One Mallet
*Object: To randomly (with eyes closed) select a picture on the City Scene and sing a related song.*

- Standing in front of the City Scene, Player 1 holds the mallet. He then closes his eyes, waves the "magic mallet" and touches it to the City Scene, holding the mallet very still.
- Player 1 opens his eyes. *"Where did the 'magic mallet' land?"*
- Player 1 (or everyone) then sings a *Cities!* song relating to the image the mallet is pointed to.
- Player 1 passes the "magic mallet" to the next player.

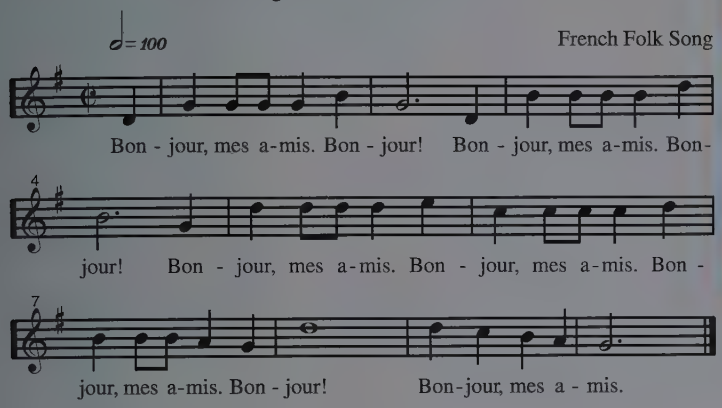
**"I Spy" Song Game**
(2+ players), City Scene (poster), Game Cards (as many as you like, from any decks)
*Object: To identify pictures on cards, match them to pictures on the City Scene and sing related songs.*

- Separate the cards and place all of them face down on the table.
- Player 1 selects a card, names the picture on the card and tries to find it in the City Scene.
- When Player 1 finds it, he points to it and leads everyone in singing a made-up tune that goes, *"I spy a ____."*
- Continue until all cards have been played.

**Bean Drop Matching Game**
(2-4 players), City Scene (poster), 4 Game Board Puzzle Pieces, 10 beans per player
*Object: To randomly drop beans on pictures on the Game Board Puzzle Piece and then find the matching picture on the City Scene.*

- Distribute 1 Game Board Puzzle Piece and 10 beans to each player.
- Player 1 closes his eyes and drops a bean on the puzzle game piece.
- Player 1 sees what picture the bean lands on, then finds that picture on the City Scene. He leaves the bean on the picture on his Game Board Puzzle Piece.
- Continue until all players' beans are on their Game Board pieces.

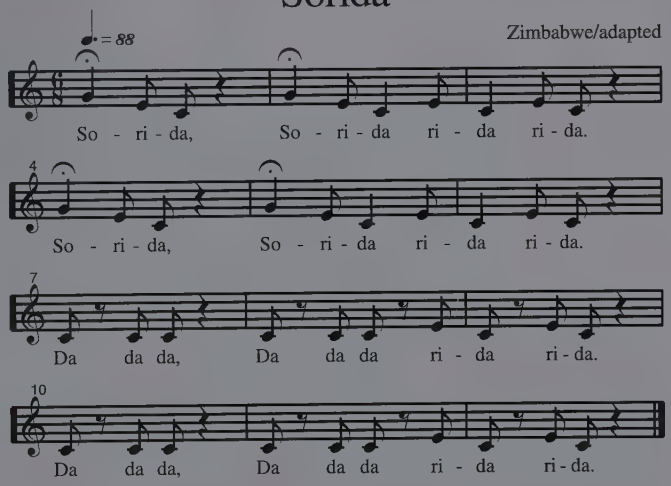
## Bonjour, mes amis



## About the Music

*Bonjour, mes amis* (translated *Good Day, My Friends*) is an adaptation of the French song *Bonsoir, mes amis* (or *Good Night, My Friends*) which was used to break up a party at the end of the evening. *"This lively tune can be continued for quite awhile, depending – first on whether or not the guests are really serious about leaving – and – secondly – on their ingenuity in inventing more verses to prolong the parting."*
-Favorite French Folk Songs, edited by Albert Miller, p. 95.

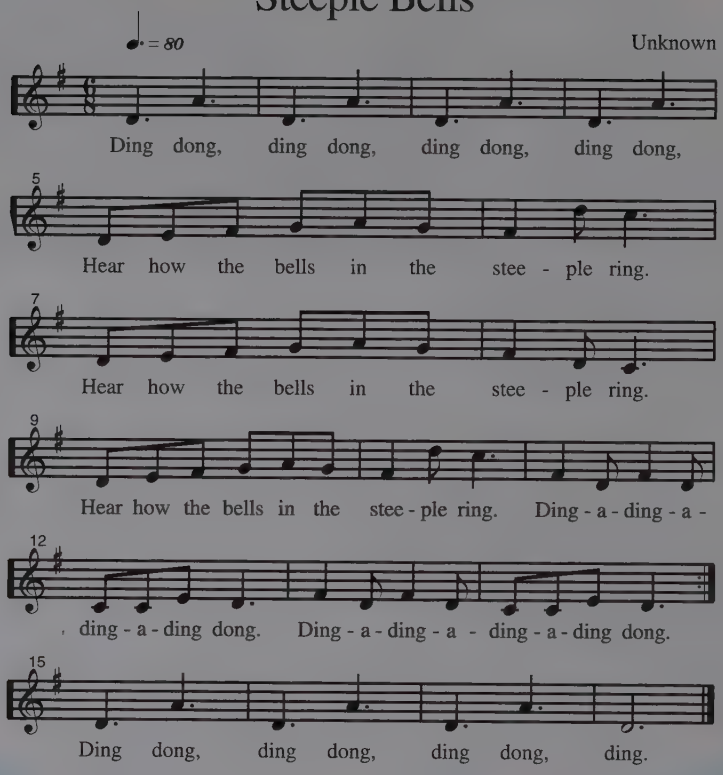
## Sorida




## About the Music

*"Sorida"* is a term of greeting in Shona, a language spoken in Zimbabwe. Children in Zimbabwe *"participate in games that are inspired by (or actually based on) traditional rhythm patterns which are used by adult ensembles."* This song offers children the opportunity to learn cross-rhythms, in which one sings in one rhythm and uses another in the motions. While this song is a lot of fun, in Africa it *"serve[s] as a training ground for musical and social skills which later will be essential as a youth seeks to become a full member of society."*
-Let Your Voice Be Heard! Songs from Ghana and Zimbabwe (1997), by Abraham Kobena Adzenyah, Dumisani Maraire, and Judith Cook Tucker, pp. 27-29.

# Steeple Bells



**American Sign Language: Bell**
Place all fingertips of one hand together. Hit against palm of opposite hand several times

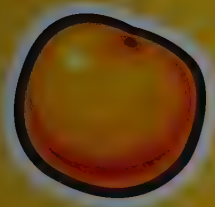
## Listening to Bells

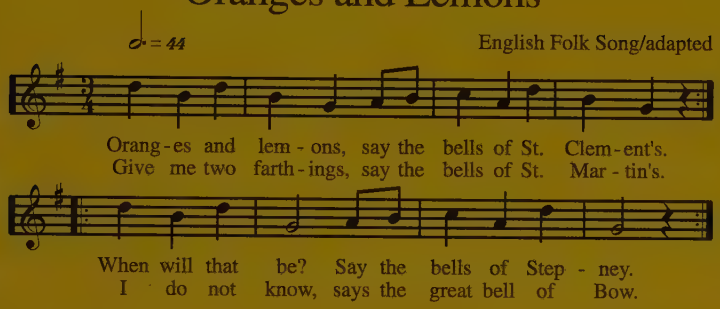
Listen to the sound of a tolling bell (Home CD 2, track 3). Ask your child questions about what she hears, and invite her to move to the sound. *"How many times did the bell chime?" "Can you rock back and forth that many times?"* Rock back and forth, counting aloud each time you pendulum rock to one side.

## "Ding, Dong" Counting Game

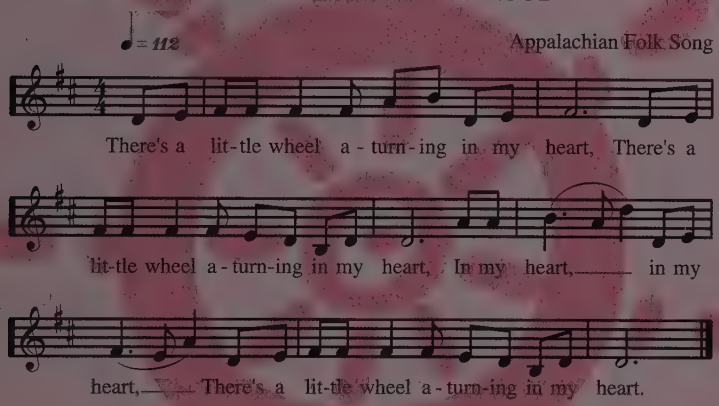
Using your Kindermusik Resonator Bars and Mallets, play a counting game. Take turns leading the game by striking the resonator bars your chosen number of times. Have the others count aloud and hold up fingers as they count. Another level of this game can be added by pendulum rocking while counting aloud while the resonator bars are being played.

# Oranges and Lemons





# There's a Little Wheel




Vs. 2 There's a little song a-singing in my heart…

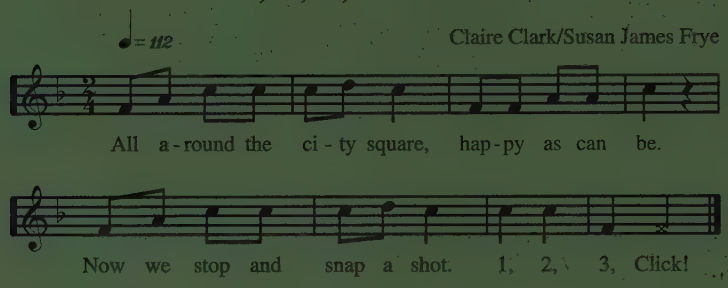
Vs. 3 There's a little bell a-ringing in my heart…

Vs. 4 There's a little drum a-drumming in my heart…

Vs. 5 Oh, I feel so very happy in my heart…

# 1, 2, 3, Click!

Claire Clark/Susan James Frye



Make a game out of this song by naming the photographer "it" and the others the players. Have the photographer sing the song while the players walk around the room, freezing in a pose on the phrase, *"1, 2, 3, Click!"* Each time the players must freeze in a different pose. If the photographer sees a repeated pose he can call the player out and trade places.

**American Sign Language: Camera**

Place hands around eyes, making a box shape with the index finger and thumb of each hand, as if holding a camera. Bend the right index finger up and down.

# Walk All Around

♩ = 108

American Folk Song

Walk all a - round, now, Walk all a - round.

5

Walk all a - round, now, Walk all a - round.

9

Walk all a - round, now, Walk all a - round. Walk all a-

14

(spoken)

round, now, Walk all a - round. And pose!

Dance along with your child to *Walk All Around* (Home CD 1, track 22). Stop your movement and freeze in the shape of a statue on the cue, *"And pose!"* Stay still in your statue position until the music begins again. How many different statue poses can you and your child make? Have fun posing like the statues you found pictures of in Family Activity #6.

# Jing Jang

♩ = 112

Adapted American Folk Song

Refrain

Jing jang, Jing jang, Let's make a cir - cle.

5

Hands all 'round, Jing jang! Hands all 'round,— Jing jang!

9

Hands all 'round, Jing jang! Hands all 'round,— Jing jang!

13 Verse

1. Run for joy, Jing jang! Run for joy,— Jing jang!
2. Creep a - long, Jing jang! Creep a - long,— Jing jang!
3. Stop right still, Jing jang! Stop right still,— Jing jang!

*Da Capo (except Vs. 3)*

17

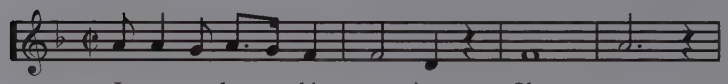
Run for joy, Jing jang! Run for joy,— Jing jang!
Creep a - long, Jing jang! Creep a - long,— Jing jang!
Stop right still, Jing jang! Stop right still,— Jing jang!

Sing and dance with your friends and family. Follow the directions of the lyrics, as well as making up your own verses.

# I Got a Letter This Morning

♩= 58

adapted from a South Carolina spiritual



I got a let - ter this morn - ing. Oh, yes.

I got a let - ter this morn - ing. Oh, yes.

Vs. 2 I wrote a letter this morning …

Vs. 3 I mailed a letter this morning …

**American Sign Language: Letter**

Make the right hand into a fist with the thumb sticking out. The left hand should be open with palm facing up in front of the body. Touch the thumb of the right hand to the lips and then move the thumb downward to touch the fingertips of the left hand, as if putting a stamp on a letter.

## Books About Letters:

Harvey Hare Postman Extraordinaire, by Bernadette Watts, North-South Books, 1997. ISBN 1-55858-687-3

The Jolly Postman or Other People's Letters, by Janet & Allan Ahlberg, Little, Brown, 2001. ISBN 0-316-12644-6

Messenger, Messenger, by Robert Burleigh, Atheneum Books for Young Readers, 2000. ISBN 0-689-82103-4

# Roll That Ball

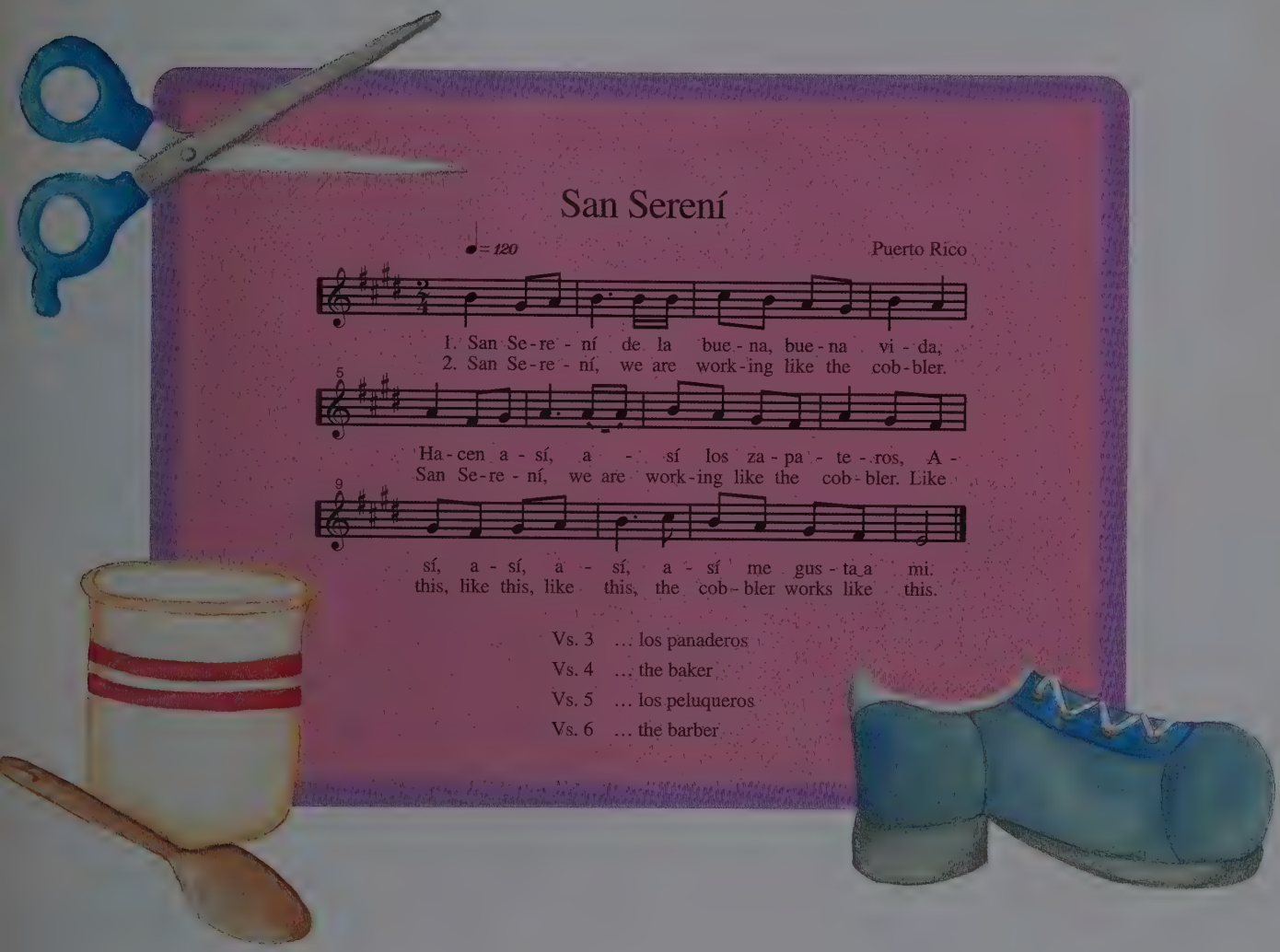
♩= 104

Illinois/adapted

Roll that ball right down to town, Roll that ball right down to town,

Roll that ball right down to town, So ear-ly in the morn-ing.

Roll your favorite ball down the hallway, across the deck, over the yard and anywhere else you go while singing this song. Have fun singing quickly or slowly depending upon the speed of the rollling ball.




As you sing the different verses of this song, make the motions to match the cobbler, the baker and the barber. Choose your favorite occupation and add its title and motions to the song.

## San Serení Charades

Gather your family to play San Serení Charades. Secretly choose an occupation and decide a working motion that would match that occupation. Sing the song *San Serení* without using words but humming or singing the melody on "*do*" or "*la*." While singing do the corresponding working motion. At the end of the song see if anyone can guess who you were.

## About the Music

*San Serení* is a singing game popular with young children in Puerto Rico. In the original game, the children form a circle around one child. This child plays the part of San Serení and pantomimes the action and sounds of a shoemaker, carpenter, etc.

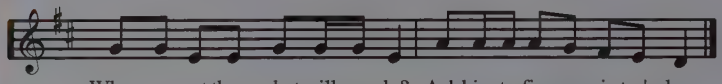
-Songs That Children Sing, compiled and edited by Eleanor Chroman, p. 111.

# Walk to the Cobbler's Shop

♩= 92

Susan James Frye

Walk, walk and nev-er stop un - til you get to the cob-bler's shop.

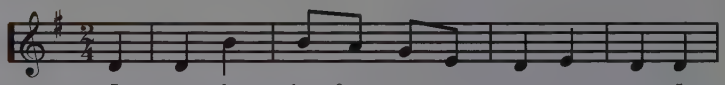


When you get there what will you do? Ask him to fix your sis-ter's shoe.

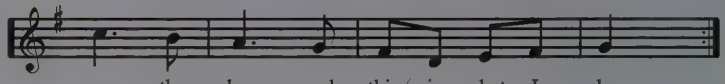
# Pass the Shoe

♩= 60

Traditional Singing Game



I pass the shoe from me to you, to you. I



pass the shoe and this is what I do.

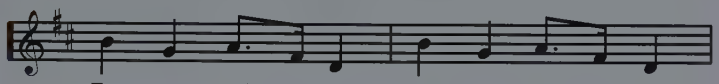
*Pass the Shoe* can be played by two or more people using several shoes. Everyone sits in a circle. Begin by singing *Pass the Shoe* and passing a shoe to the left from person to person. After everyone feels comfortable with the passing rhythm, you may want to begin to ***accelerando***. Cue everyone that the song will begin to speed up by saying *"Let's accelerando!"*

**Music Terminology:** ***Accelerando*** is the Italian word used in music that means "getting faster."

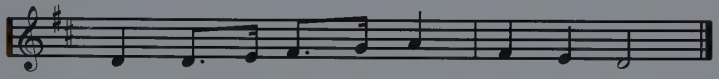
# Down to the Baker's Shop

♩ = 132 Appalachian Folk Song/adapted

Down to the ba - ker's shop, hop, hop, hop!



For my moth - er said, "Buy a loaf of bread."



Down to the ba - ker's shop, hop, hop, hop!

## About the Music

*Down to the Baker's Shop* has been cited as Scottish as well as Appalachian. Most likely the Scottish immigrants brought this song to America when they settled in the southern Appalachian Mountains in the early 1700s. The music brought by the Scottish became what is now known as bluegrass. *Down to the Baker's Shop* was recorded by Alan Lomax in Edinburgh, Scotland in 1952. Lomax is a folklorist who has traveled the world recording and transcribing songs.

# Hippity Hop to the Barber Shop

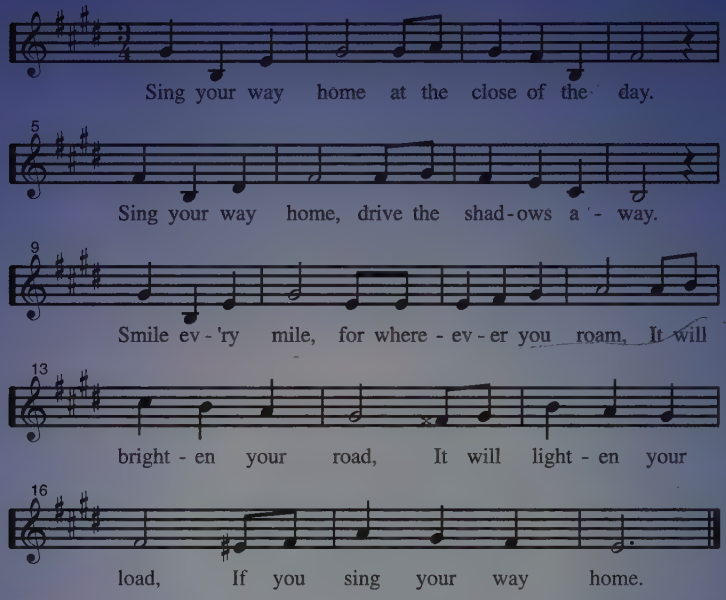
♩. = 108 English Traditional Song

Hip-pi-ty hop to the bar-ber shop, to buy a stick of can-dy.

One for you and one for me, and one for sis-ter An-nie.

# Sing Your Way Home

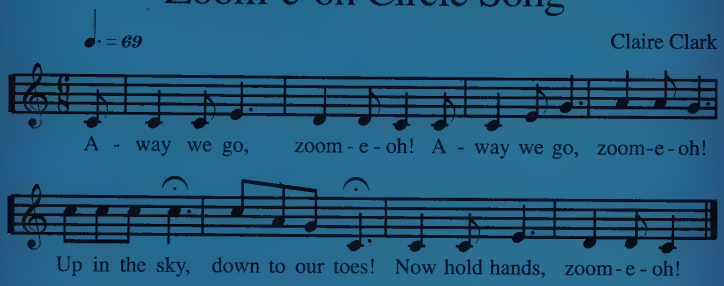
♩ = 40 Unknown




This song is great for bedtime! Try singing *Sing Your Way Home* as everyone cleans up, brushes teeth, puts on pajamas and prepares for bed. Finally, sing and rock together before you tuck in. Good night!

# Zoom-e-oh Circle Song

Claire Clark



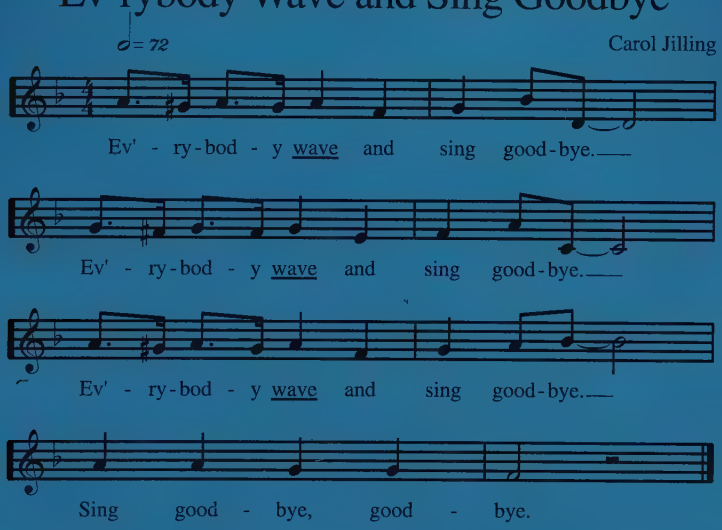

Vs. 2 Come back now, zoom-e-oh! Come back now, zoom-e-oh!
Up in the sky, down to our toes! Now hold hands, zoom-e-oh!

Vs. 3 Circle around, zoom-e-oh! Circle around, zoom-e-oh!
Up in the sky, down to our toes! All done, zoom-e-oh!

Make up new "Zoom-e-oh" words and verses! *"Hippity hop, zoom-e-oh! Hippity hop, zoom-e-oh! Up to my hair... Down to my socks! Let's do it again, zoom-e-oh!"* What other ways can you move?

# Ev'rybody Wave and Sing Goodbye

Carol Jilling



# About American Sign Language

Kindermusik extends the musical learning environment in *Cities!* by including some elements of American Sign Language in class. Sign language is considered to be the "unvoiced language" and is easily learned in school by preschool-aged children. Signing can:

- Create an environment for understanding without words.
- Help children avoid frustration when words don't come easily.
- Make language become more active because children "do" something as they communicate.
- Provide ways to communicate with non-hearing people as more children are "mainstreamed" into preschools.
- Foster self-esteem as it gives children more control in expressing themselves and is an acquired skill.
- Be a positive tool for quiet "correcting" between parent and child. For example, using the sign for "stop" can be more powerful than saying the word "stop."

## ASL Signs in the *Cities*! Family Activity Book

| *Sign:* | *Page #* |
|---|---|
| Bell | 28 |
| Bicycle | 20 |
| Camera | 30 |
| City | 19 |
| Letter | 32 |
| Listen | 20 |
| Stop | 19 |

1

# Three Artists Matching Game

### Which pieces go with which artists?

1. Place the Three Artists Pictures (the ballet dancer, painter and guitarist) in front of you on the floor or on the wall. Place all 12 Artist Pieces (tiara, paint brushes, etc.) together in front of your child. (See "Preparing the Pictures and Pieces," below.)
2. Clap a number from 1 to 3.
3. Assist your child in counting the claps and deciding which artist corresponds with that number. Encourage him to name the artist and point to the picture. Then ask him to choose a corresponding piece for that artist and place it on the picture.
4. Continue to play the game until all pieces have been paired with artists.
5. To continue play when all pieces are on the pictures, you may choose to reverse the play by taking turns removing pieces until all are off of the pictures.
6. When your child has mastered counting the number of claps and choosing pieces, you may decide to switch roles and have your child give the counting claps for you to choose the pieces.

# Moving Artists

### Let's move like artists!

1. Use the recording *Moving Artists: San Serení* found on Home CD 2, track 9.
2. Display the Three Artists Pictures (with the 12 corresponding Artist Pieces already mounted in place) on the wall or other spot where your child can easily see them.
3. Explore movements that each of the artists might use. Try to use interesting combinations – painting in dots or swirls, for example, or playing a guitar with big arm movements and little finger movements.
4. Start the recording and dance! You will hear drum cues periodically throughout the recording. At each cue, encourage your child to listen. *"How many counts did you hear? Which artist is number ___? How does he or she move?"*
5. Move as that artist when the music begins.
6. You will notice that after a number of repeats the recording will allow space for your interaction! Take turns with your child, determining how to move by clapping a number from 1 to 3.

### Preparing the Pictures and Pieces

- Cut out the Three Artists Pictures and Pieces. (Consider laminating them, too.)
- Prepare the Three Artists Pictures by taping the three separate pictures together in numerical order left to right in one long, horizontal poster.
- You will need tape or tacky gum to temporarily affix the pieces to the pictures. Or consider taping the pictures to a magnetic surface and attaching magnets to each of the pieces for easy play.
- Prepare a place to put the pieces as you take them off of the pictures. A piece of poster board or a small cookie sheet works well.

2

Pointer

Broom Man Five
City Square

Three Insists Picture:
Guitarist

# Three Artists Pieces

Tiara

Toe Shoes

Tote Bag

Skirt

Guitar Case

Guitar

Sheet of Music

Sheet of Music

Canvas & Easel

Paints

Paint
Brushes

Artist's Palette

# City Square Listening Game

# Cities!

## Busy Places ~ Friendly Faces

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